

**Gold Hill Middle**  
1025 Dave Gibson Blvd.  
Fort Mill, SC 29708

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	919 Students	
<b>Principal</b>	Keith Griffin	803-548-8300
<b>Superintendent</b>	Dr. V. Keith Callicutt	803-548-2527
<b>Board Chair</b>	Martha Kinard	803-548-1769

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
2	0	0	0	0

### IMPROVEMENT RATING

EXCELLENT

### ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Excellent	Excellent	No

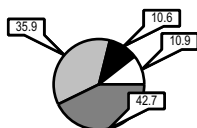
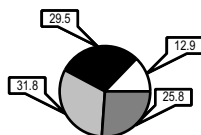
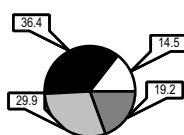
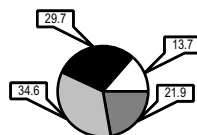
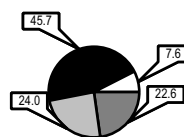
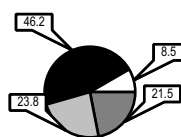
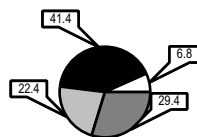
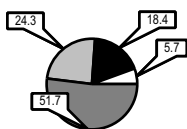
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	920	99.9	10.8	35.9	42.7	10.6	66.3	Yes	Yes
<b>Gender</b>									
Male	462	99.8	14.0	37.5	41.9	6.6	60.4		
Female	458	100.0	7.7	34.3	43.6	14.4	72.0		
<b>Racial/Ethnic Group</b>									
White	820	99.9	9.6	35.7	43.6	11.1	68.0	Yes	Yes
African American	51	100.0	21.7	50.0	23.9	4.3	39.1	Yes	Yes
Asian/Pacific Islander	17	100.0	12.5	12.5	68.8	6.3	81.3	I/S	I/S
Hispanic	24	100.0	20.0	30.0	40.0	10.0	60.0	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	866	100.0	7.0	36.6	45.2	11.2	70.0		
Disabled	54	98.2	74.0	24.0	2.0	0.0	4.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	920	99.9	10.8	35.9	42.7	10.6	66.3		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	913	99.9	10.6	35.9	42.9	10.6	66.4		
<b>Socio-Economic Status</b>									
Subsidized meals	54	100.0	41.2	43.1	13.7	2.0	25.5	Yes	Yes
Full-pay meals	866	99.9	8.9	35.5	44.5	11.1	68.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	920	99.8	12.7	31.9	25.8	29.6	66.4	Yes	Yes
<b>Gender</b>									
Male	462	99.6	11.7	30.7	25.7	31.9	67.7		
Female	458	100.0	13.8	33.0	26.0	27.3	65.2		
<b>Racial/Ethnic Group</b>									
White	820	99.8	12.3	31.4	25.6	30.8	67.8	Yes	Yes
African American	51	100.0	19.6	39.1	28.3	13.0	50.0	Yes	Yes
Asian/Pacific Islander	17	100.0	0.0	18.8	37.5	43.8	81.3	I/S	I/S
Hispanic	24	100.0	20.0	35.0	25.0	20.0	50.0	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	866	99.9	10.0	31.8	27.0	31.1	69.6		
Disabled	54	98.2	58.0	32.0	6.0	4.0	14.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	920	99.8	12.7	31.9	25.8	29.6	66.4		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	913	99.8	12.5	31.9	25.9	29.7	66.7		
<b>Socio-Economic Status</b>									
Subsidized meals	54	98.2	38.0	38.0	20.0	4.0	30.0	Yes	Yes
Full-pay meals	866	99.9	11.2	31.5	26.2	31.1	68.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	920	99.9	14.4	29.9	19.2	36.5	55.7
<b>Gender</b>							
Male	462	99.8	13.5	26.5	16.9	43.0	60.0
Female	458	100.0	15.3	33.2	21.4	30.0	51.5
<b>Racial/Ethnic Group</b>							
White	820	100.0	12.9	30.1	18.8	38.3	57.1
African American	51	100.0	28.3	32.6	30.4	8.7	39.1
Asian/Pacific Islander	17	94.1	6.7	13.3	6.7	73.3	80.0
Hispanic	24	100.0	35.0	30.0	20.0	15.0	35.0
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	866	99.9	11.6	30.2	20.0	38.2	58.3
Disabled	54	100.0	60.8	25.5	5.9	7.8	13.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	920	99.9	14.4	29.9	19.2	36.5	55.7
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	913	99.9	14.1	30.1	19.3	36.6	55.9
<b>Socio-Economic Status</b>							
Subsidized meals	54	100.0	52.9	29.4	13.7	3.9	17.6
Full-pay meals	866	99.9	12.1	29.9	19.5	38.5	58.0

<b>Social Studies</b>							
All Students	920	99.9	13.6	34.7	21.9	29.8	51.7
<b>Gender</b>							
Male	462	99.8	13.7	29.1	20.4	36.8	57.2
Female	458	100.0	13.5	40.2	23.5	22.8	46.3
<b>Racial/Ethnic Group</b>							
White	820	100.0	12.6	34.3	21.5	31.6	53.0
African American	51	100.0	21.7	45.7	26.1	6.5	32.6
Asian/Pacific Islander	17	94.1	6.7	13.3	40.0	40.0	80.0
Hispanic	24	100.0	30.0	35.0	20.0	15.0	35.0
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	866	99.9	11.0	35.0	22.6	31.5	54.0
Disabled	54	100.0	56.9	29.4	11.8	2.0	13.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	920	99.9	13.6	34.7	21.9	29.8	51.7
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	913	99.9	13.4	34.6	22.1	29.9	52.0
<b>Socio-Economic Status</b>							
Subsidized meals	54	100.0	47.1	37.3	9.8	5.9	15.7
Full-pay meals	866	99.9	11.6	34.5	22.7	31.2	53.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	293	100.0	16.4	33.8	42.3	7.5	49.8
	7	284	100.0	9.6	41.5	44.3	4.6	48.9
	8	297	100.0	11.5	37.5	42.6	8.4	51.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	308	99.7	18.1	32.4	40.3	9.2	49.5
	7	315	100.0	7.3	39.9	44.9	7.9	52.8
	8	297	100.0	7.0	35.2	43.0	14.8	57.7
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	293	100.0	10.6	29.7	31.4	28.3	59.7
	7	284	99.7	14.9	29.4	26.6	29.1	55.7
	8	297	100.0	9.5	41.9	27.7	20.9	48.6
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	308	100.0	8.8	32.0	27.6	31.6	59.2
	7	315	99.4	17.9	29.2	20.9	31.9	52.8
	8	297	100.0	11.3	34.5	29.2	25.0	54.2
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	308	100.0	19.4	26.5	22.1	32.0	54.1
	7	315	99.7	12.9	33.8	18.2	35.1	53.3
	8	297	100.0	10.9	29.2	17.3	42.6	59.9
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	308	100.0	17.7	35.0	24.8	22.4	47.3
	7	315	99.7	17.5	41.1	20.5	20.9	41.4
	8	297	100.0	5.3	27.5	20.4	46.8	67.3

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 919)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	23.8%	Up from 22.1%	36.9%	15.5%
Retention rate	0.2%	Down from 0.8%	0.3%	3.0%
Attendance rate	97.1%	Up from 97.0%	97.1%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%	Up from 0.0%	0.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%	Up from 0.0%	0.4%	4.6%
Eligible for gifted and talented	45.6%	Down from 46.5%	60.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.1%	Up from 4.2%	3.8%	13.6%
Older than usual for grade	0.4%	Down from 0.7%	0.2%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.3%	0.1%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 56)</b>				
Teachers with advanced degrees	53.6%	Up from 49.0%	65.5%	51.8%
Continuing contract teachers	87.5%	Down from 92.2%	92.2%	78.1%
Highly qualified teachers	76.5%	Down from 94.3%	83.3%	89.6%
Teachers with emergency or provisional certificates	2.0%	Down from 2.2%	1.0%	6.0%
Teachers returning from previous year	95.2%	Up from 95.0%	93.1%	85.4%
Teacher attendance rate	93.9%	Down from 95.8%	94.7%	94.9%
Average teacher salary	\$43,365	Up 4.3%	\$45,326	\$41,328
Prof. development days/teacher	16.3 days	Up from 13.4 days	12.8 days	11.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	3.0
Student-teacher ratio in core subjects	23.4 to 1	Down from 24.3 to 1	22.4 to 1	21.3 to 1
Prime instructional time	88.7%	Down from 91.7%	89.9%	89.3%
Dollars spent per pupil*	\$4,649	Down 1.2%	\$5,558	\$6,022
Percent of expenditures for teacher salaries*	65.6%	Up from 63.8%	67.1%	61.7%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	98.7%	Up from 94.3%	99.3%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	72.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2004-2005 school year, Gold Hill Middle School (GHMS) grew from an enrollment of 875 students to its current enrollment of 944. Because our school building has exceeded its maximum capacity of 900 students, the Fort Mill School District has frozen our enrollment for one year. This will help us provide a setting for our students and staff that will relieve our crowded conditions.

Our faculty and staff focused on reflection, goal-setting, and improvement during the 2004-2005 school year. The faculty prepared two major reports relating to schoolwide goals. These reports were written in conjunction with visits from Making Middle Grades Work (MMGW) in February and the Southern Association of Colleges and Schools (SACS) in March. Because of our association with SACS and MMGW, we maintain our accreditation and improve our access to grants and professional support. Another initiative, new in 2004-2005, adds to diagnostic information about student performance. This initiative is an individualized computer testing program called the Measures of Academic Performance or MAP.

Students at GHMS continued to grow through academics, athletics, the arts, and community service. A GHMS student won the district spelling bee and the district Lt. Governor's Writing Contest. Our eighth grade band won numerous state awards and won awards at the All-Star music festival in Orlando. Students at all grade levels were selected for ST-ARTS program, an acclaimed summer arts program at nearby Winthrop University. The sports programs for 7th and 8th graders provided many opportunities for students to test their athletic abilities and practice good sportsmanship. Students also participated in numerous academic endeavors including mock trial, the regional academic arts festival, chess club, and the newspaper and yearbook staffs. An Advisor/Advisee program is in place, and we have emphasized character development in the education of our students.

GHMS received the Palmetto Gold Award from the state for the fourth year. We were awarded over \$7000 to be used for instructional purposes. Our school was awarded the South Carolina State Recycling School-of-the-Year award. Our PTA helps our school by raising funds to support instructional purchases and finance cultural arts programs for each grade level. GHMS volunteers support students with math mentoring, Jr. Achievement, and other student activities. In March, for the first time, the PTA organized a Health Expo open to the community.

Because our student population is growing rapidly in our district, a third middle school is being built and is scheduled to open for the 2006-2007 school year. This means that some teachers and staff will transfer to the new school, and attendance lines for students will be redrawn. These changes will occupy the attention of school and community as the opening of a third middle school in our community draws near. We will continue to focus on the goals we have set for GHMS during the past year and we will provide an environment where students learn and are prepared for the next grade level.

Keith Griffin, Principal and Brian Cuff, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	45	276	140
<b>Percent satisfied with learning environment</b>	100.0%	80.5%	86.2%
<b>Percent satisfied with social and physical environment</b>	100.0%	86.2%	84.9%
<b>Percent satisfied with school-home relations</b>	100.0%	87.3%	73.2%

\*Only students at the highest middle school grade level at this school and their parents were included.